

LEVEL I LICENSURE PORTFOLIO

Part III

Entry 6: Reflection and Vision	
Purpose	Candidates analyze and reflect upon their teaching and plan for their development as teachers.
Principles to Be Addressed	Principle # 14: The educator grows professionally through a variety of approaches, to improve professional practice and student learning.
Directions	<p>Use this entry to express who you are as a teacher at this time. Your entry must include a written narrative in which you refer to particular experiences and theoretical constructs that have shaped your understandings. Evaluate the extent to which your experiences are congruent with your beliefs about teaching and student learning. (See sample prompts on page 77.)</p> <p>Use your reflections and analyses from entries one through five, evaluations from your supervisor(s) and cooperating teacher(s), teaching experiences, and theoretical understandings, to identify areas for continued professional growth to improve your teaching and student learning.</p>

SCORING RUBRIC- Entry 6: Candidates analyze and reflect upon their teaching and plan for their development as teachers.

Principle # 14	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
		The candidate demonstrates limited connections between her/his experiences and appropriate theoretical constructs.	The candidate demonstrates some connections between her/his experiences and appropriate theoretical constructs.	The candidate demonstrates clear connections between her/his experiences and appropriate theoretical constructs.	
		The candidate demonstrates limited evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	The candidate demonstrates some evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	The candidate demonstrates clear evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	
		There is limited evidence that the candidate uses his/her experiences and theoretical understandings to identify areas for professional growth to improve teaching and student learning.	There is some evidence that the candidate uses his/her experiences and theoretical understandings to identify areas for professional growth to improve teaching and student learning.	There is clear evidence that the candidate uses his/her experiences and theoretical understandings to identify areas professional growth to improve teaching and student learning.	

Sample Prompts for Level I Licensure Portfolio, Entry 6

(Brainstormed at the February 4, 2007 VCTE meeting.)

1. If your favorite theorist (Dewey, Palmer, etc.) were in the room now, what would he/she say about your teaching? Five years later, what else would he/she see?
2. Create a construct and then write a reflective piece describing the reasoning behind the construct and how it demonstrates your growth as a teacher.
3. Use images and artifacts from your college experience and create a video voice-over telling your story.
4. Tell the story of how you've evolved as a teacher and where you are going.
5. Have a dialogue between you now, and you later. Talk about the part of you during student teaching and part of who you were in college.
6. What are your biases/prejudices? How have these influenced your practice? Tell a story of how you plan to address them.
7. Highlight in your first five entries where you were reflective. What patterns occur? (To do this, you might cut and paste your reflections; create a collage of them: make a portrait of you as an educator.)
8. Evaluate the extent to which your experiences are congruent with your theory and practice.
9. How have you met the Education Department's theme and how has that theme helped you evolve as a teacher?
10. What experiences have had the greatest impact on your growth as a teacher?
11. Use one metaphor to reveal your evolution as an educator.
12. Hold a dialogue with yourself and a favorite theorist regarding your philosophy and pedagogical practices.